

Inspection of Bright Horizons Chigwell Valley Meadows Day Nursery and Preschool

C/o David Lloyd Leisure Club, Roding Lane, Buckhurst Hill, Chigwell, Essex IG9 6BJ

Inspection date: 27 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children's experiences in the nursery are variable. For example, those in the baby and toddler rooms are not consistently engaged in play and learning. Areas of the younger children's base rooms are not always exciting or inspiring enough to gain their attention. As a result, they tend group around activities, such as water play. This means that younger children are not always challenged with rich learning opportunities that support their good progress. At times, young children do not understand staff because some of their questions and instructions are pitched beyond their level of understanding.

Older children thoroughly enjoy their time in nursery. They are very enthused by their environment and are encouraged to follow their ideas. For example, in the pre-school room, children are excited to work together as they build a wall. They communicate well as they work out what to do next. Older children show high levels of sustained interest and engagement in learning. They immerse themselves in a wide range of exciting learning opportunities that help to effectively support their progress. Children in the nursery room have fun as they explore textures, such as sand, wool and dough. All children enjoy spending time outside playing with large equipment in the nursery garden, weather permitting. Children build friendly relationships with staff.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents are inconsistent. At times, staff do not act swiftly enough to address identified issues linked to children's ongoing development. This does not give parents the opportunity to support their children's ongoing progress at home and in the nursery.
- Assessment arrangements are not constantly effective across the nursery. Some staff do not accurately identify younger children's next steps in learning or effectively recognise opportunities to challenge them to make good progress.
- The provider has not yet embedded a rigorous system to monitor staff's practice. Therefore, the quality of teaching is too variable across the nursery. Younger children are not consistently challenged and engaged in purposeful play. For example, staff do not encourage them to have a go at feeding themselves. This does not help to promote children's independent learning and problem-solving skills.
- Since the last inspection, the provider has improved the security of the setting. This ensures that children are not able to leave unnoticed and intruders are unable to gain access. Risk assessments are carried out across all areas used by children. Action is taken to ensure that all necessary safety measures are implemented. This helps to actively promote the safety of children.
- Parents speak positively about the nursery. They report that staff ask them

about what their children have done over the weekend. Parents talk about how their children are learning about different countries and that they are invited to contribute towards this.

- Children learn how to negotiate space and keep themselves safe. For example, during a busy yoga session in the pre-school room, staff ask children to stand 'like stars'. This ensures that children have plenty of room to move safely. Children in the toddler room are reminded not to carry toys in their arms when using large play equipment.
- The system for transitions between rooms is well thought through. Staff ensure that parents are included in this gradual process, which helps to support children's emotional well-being during times of change.
- Staff in the pre-school room engage with other professionals to support all children's individual learning and welfare needs.
- Children in the pre-school room are supported very well to learn about similarities and differences. They examine and compare different animals and discover that tigers and zebras both have stripes. Children use their imagination as they 'crawl' and 'prowl' around the room like tigers.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of safeguarding practice. They are all required to complete training and can identify signs of child abuse. There is a whistle-blowing policy in place, which is known and understood by staff. Three members of staff, including the manager, have completed the designated person safeguarding training. This helps to ensure that at least one person is available to offer staff support and guidance when needed. All staff complete suitability checks as part of recruitment, which helps to ensure that they are safe to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
conduct regular and purposeful supervision of staff that offers training, coaching and support that raises the quality of teaching across the nursery	25/02/2020

<p>complete frequent and accurate assessments of all children's development and plan a programme of challenging experiences that interest them and support them to make good progress</p>	<p>25/02/2020</p>
<p>put in place an effective two-way flow of information with parents so that they are consistently kept well informed about how they can effectively support their child's learning in the nursery and at home.</p>	<p>25/02/2020</p>

Setting details

Unique reference number	EY287949
Local authority	Essex
Inspection number	10126209
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	71
Number of children on roll	79
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Telephone number	0208 501 1085
Date of previous inspection	19 September 2019

Information about this early years setting

Bright Horizons Chigwell Valley Meadows Day Nursery and Preschool registered in 2004. The nursery employs 18 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 3 or above. The nursery also makes use of bank staff. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Ann Cozzi

Tina Mason

Inspection activities

- The inspectors completed a learning walk with the manager to review the quality of children's experiences and staff's teaching practice. During the inspection, they further observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors spoke with staff during the inspection and talked to children about the activities they were involved in.
- One of the inspectors completed a joint evaluation of an activity with the nursery manager.
- The inspectors spoke to the management team during the inspection. Parents' views were also taken into account through discussion.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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